



NEWBOLD SCHOOL BEHAVIOUR POLICY

Reviewed by Mrs J Crissey & Mrs Jennings August 2025
Ratified by Newbold School Board of Governors September 2025
Next review: Oct 2027.

This policy complies with Section 89 of the Education and Inspections Act, 2006. The policy includes every child from F1 (Nursery) to Year 6. It involves all adults within the school and the parents/carers of every child.

We believe that children need to make the most of their education in a safe and secure environment and in order for this to happen, all staff in school must work closely with parents to:

- Encourage a positive, calm and purposeful atmosphere where children can learn to the best of their ability.
- Adhere to class and school rules, identifying expected standards to the children, both in class and in the playground.
- Create an atmosphere where all children feel valued. As part of our Respect Times Five code of behaviour, Newbold children are expected to treat the following with respect:
 1. self
 2. peers
 3. teachers
 4. others
 5. the environment (school, local and world wide)

We teach the children that all of these five areas of respect are underpinned by God, who gives us the strength to adhere to them. Through 'Respect Times Five we encourage the following:

- Children taking responsibility for their behaviour, using questioning techniques to help them rationalise their actions and guide them towards the right choices. Younger children, and those who struggle, will require staff to guide and support them. Self-regulation is our goal.
- Encouraging pupils to sort out difficulties in peaceful ways through dialogue and mediation, when necessary (and to refrain from physical violence)

In order to help the children internalise respectful behaviour we:

- Praise and reward them when they are doing well and demonstrating good growth mindset;
- Identify examples of exemplary behaviour so children can use these as model templates for their own behaviour (e.g. in our weekly achievement assemblies,

- through our class and whole-school rewards system or through famous or historical figures - e.g. Florence Nightingale, Desmond Doss);
- Help and support children who are experiencing behaviour problems and teach them to find a better way of expressing frustrations (parent support is crucial for this to be effective);
- Link spiritual growth with good behaviour - i.e. God underpins Respect Times Five

This code of behaviour is designed to support and ensure that all children can feel safe and know what is expected from them in school.

AIMS

- 1 To treat everyone with respect and consideration, including all staff.
- 2 To follow instructions from members of staff promptly without arguing.
- 3 To take turns at speaking
- 4 To listen to others when it is their turn to speak.
- 5 To be polite when talking to members of staff and peers.
- 6 To look after equipment and the school environment generally.
- 7 To observe health and safety rules in school (e.g. never run inside the school building)
- 8 To be on time in the morning to avoid lessons starting late To ask for help when needed and allow others to learn through refraining from distracting behaviour.

It may be necessary to ask parents for help in supporting children who struggle with their behaviour

IMPORTANT THINGS FOR CHILDREN TO REMEMBER IN THE CLASSROOM

Each class is encouraged to prepare their own class rules to help daily class life run as smoothly as possible. The children should know and follow class rules, which should be displayed in classrooms. Classroom rules should reflect our whole-school behaviour expectations. They should know the consequences of not following the rules and know details of the school policy on rewards and sanctions.

Generally, children should be encouraged to think and consider rules for their class that follow these guidelines, e.g.,

- Follow instructions the first time
- Put up your hand for attention
- Keep hands, feet and objects to yourself
- Let others work in peace
- Be kind and considerate to each other
- No teasing, swearing or threatening by word or deed.

NEWBOLD SCHOOL

CODE OF CONDUCT FOR PUPILS

Important things for children to remember around the school.

In the Corridor

Walk whilst inside school

Move quietly round the school (other classes are working)

In Assembly

Always walk quietly in and out of assembly

Look, listen and reflect quietly whilst in assembly

Keep hands and feet to yourself.

Do not distract others

In the Lunchroom

Use good table manners

Always walk

Speak quietly

F1 Willow and F2 Cherry - take uneaten food home

All years - take uneaten packed lunch food home

Be polite to all adults and also to each other

Put hands up for attention

Line up sensibly when finished eating

In the Playground

Always play safely

Never play-fight

Share games with others

Be a friend to others who want to join in

Always listen carefully to staff and follow their instructions

Line up promptly and quietly (at their classroom door) when the bell rings

Show respectful behaviour towards to peers

If what they are doing is upsetting or annoying someone, stop doing it immediately

Follow the playground rules.

Seek staff assistance if you are hurt or upset.

Being Positive About Behaviour

Rewards and Praise

Whole School Reward System

Growth Mindset

ACHIEVEMENT TREE

The Achievement Tree is displayed in the school hall. Each leaf represents:

1. Acts of kindness, thoughtfulness or other good deeds
2. A notable piece of work done in class that has required effort or challenge.
3. A good piece of homework based on effort
4. Exemplary effort made towards work or behaviour in any respect
5. Work or deeds above and beyond what is required
6. Anything that needs to be celebrated

Children receiving leaf awards are chosen weekly by members of staff and are presented with a certificate to take home. Awards are given in our weekly Friday assemblies. The leaves will remain on the tree for one academic year.

Each has been assigned a colour and achievement leaves are colour-coded to each class . The names of those receiving awards are recorded in the school Achievement Book, with the reasons why they have been given an award. This book is kept as a historical record

Sanctions

At Newbold School we believe that children have a right to learn without being distracted from their work. They in turn have a responsibility to ensure that they are not distracting anyone else. Sanctions used within class follow the pattern outlined below:

Classroom behaviour KS2

Step 1: A reminder of rules and verbal warning is given

Step 2: Name on 'sad side' of whiteboard

Step 3: If poor behaviour continues beyond Step 2, the child gets a tick by his/her name and consequently misses part of their break (number of minutes at teacher's discretion).

Step 4: Miss all of play (sometimes including a behaviour conference with the teacher, where appropriate).

Step 5: Sent to headteacher and parents informed - verbally or by a note.

Step 6: For some serious misdemeanours it may be necessary for a child to be either excluded from school temporarily or expelled from school permanently. The headteacher will need to consult with the Chair of Newbold Board of Governors (Pastor D. McCormac or the SEC Education Director (Mrs L. McDonald in his/her absence, to instigate a suspension. A decision should be taken by a full School Board, should it be necessary to expel a child from the school due to a severe behaviour misdemeanour.

Serious behaviour incidents will be logged in the behaviour book and will be filed in the school office. The intention is that children will take notice of their teacher long before the serious incident step.

KS1

KS1 uses a 'traffic-light system'. Children start off in the morning with their names on the green circle.

Step 1: A verbal warning.

Step 2: Persistent disruption results in their name being moved to the amber circle.

Step 3: If poor behaviour continues, the child's name is moved to the red circle and they will miss part of their break.

Step 4: Sent to the headteacher and parents informed.

Step 5: For some serious misdemeanours it may be necessary for a child to be either suspended from school temporarily or expelled from school permanently. The headteacher will need to consult with the Chair of the Board of Governors, or the SEC Education Director in his/her absence, to instigate a suspension. A decision should be taken by a full School Board should it be necessary to expel a child from the school due to a severe behaviour misdemeanour.

Early Years - Verbal warnings will be given but if a child chooses to continue to repeat the behaviour or purposefully hurts another child, then we will move the child to a quiet area for discussion and reflection in a sensitive manner in order to emotionally support them. We will refer to our Respect x 5 behaviour expectations and offer teaching opportunities to help the child to reflect and understand the impact of their actions. This includes guiding the child to really understand how they made a poor behavioural choice, why it's wrong, the importance of not repeating it and how to help remedy the situation (if another child is involved).

We may utilise 3 minutes of missed play-time along with age-appropriate reflection discussion for consistent and repeated poor choices, as well as the Antecedent-Behaviour-Consequence (ABC) chart to systematically observe and understand a child's actions by recording the events that happen before, during, and after a specific behaviour. This tool helps early years educators identify triggers and patterns to develop more effective strategies for supporting and changing the child's behaviour.

Serious behaviour incidents will also be logged. Children who repeatedly find our behaviour expectations challenging will have an individual plan written. Their behaviour incidents will be logged and meetings with parents will be held to share and discuss. These will be reviewed and further decisions/discussions may need to take place in order to support the child (and other class children) more effectively.

It is intended that children will take notice of their teacher long before the serious incident step.

If it is appropriate, a child can be sent to another class for some 'time-out' at the teacher's discretion.

If these sanctions do not work, the parents will be asked to meet with the class teacher and Headteacher/Special Educational Needs Co-ordinator. The child's behaviour will be monitored daily for the following two weeks and parents will be kept informed of progress. If progress is not made it may be necessary to prepare an individual behaviour programme for the child.

Newbold School teachers do not take the above-outlined steps lightly or without valid reasons and we expect parents to support us to help their child in matters of behaviour.

Playtime behaviour

Step 1: Verbal warning

Step 2: Name taken by playground supervisor and time out of play

Step 3: Report to teacher

Step 4: Report to headteacher

Severely Unacceptable Behaviour

At Newbold School, severely unacceptable behaviour is as follows: disruptive to learning, dangerous to self or others, hurtful physically or emotionally, a serious risk to the health and safety of the school community. For example,

- swearing
- causing serious damage to property
- threatening behaviour
- verbal abuse
- Bullying, including discriminatory behaviour
- racial/sexual harassment
- theft
- violent behaviour (e.g. fighting)
- consistently disrespectful behaviour (to peers and/or staff)
- running off whilst on a trip, at a club or from school.
- cyberbullying/online bullying

When a child engages in these types of behaviour, the child will be referred to the headteacher. The incident will be recorded and investigated. The parent may be contacted and asked to come to school, if the headteacher deems it necessary. Serious misdemeanours will result in fast tracking through these steps. The headteacher will consult with the Chair of Newbold School Board to decide on further actions to be taken (see Step 6 above).

Review Arrangements

- This policy will be formally reviewed annually.
- The headteacher will monitor the success of the strategies outlined in this policy within the school environment.